



EMPLOYMENT OPPORTUNITY

1. RPA #
**015 – 017 - CCFC
FY 13/14**
ANALYST'S INITIALS
DATE

YOU MUST BE A PERMANENT OR PROBATIONARY STATE EMPLOYEE, A FORMER PERMANENT OR PROBATIONARY EMPLOYEE OR ON AN EMPLOYMENT LIST FOR THIS CLASSIFICATION IN ORDER TO APPLY FOR THIS POSITION.

CLASS TITLE Education Programs Consultant	POSITION NUMBER 319-001-2656-900	TENURE Limited Term	TIME BASE Full Time	CBID R21
OFFICE OF First 5 California (aka California Children and Families Commission)	LOCATION OF POSITION (CITY or COUNTY) Sacramento			MONTHLY SALARY \$5,724 TO \$7,163
SEND APPLICATION TO: First 5 California 2389 Gateway Oaks Drive, Suite 260 Sacramento, CA 95833 Attn: Hanan Boyd	REPORTING LOCATION OF POSITION 2389 Gateway Oaks Drive, Suite 260			
	SHIFT AND WORKING HOURS Days, Full Time			
	WORKING DAYS, SCHEDULED DAYS OFF MONDAY through FRIDAY -- 8:00a.m. to 5:00p.m.			
	PUBLIC PHONE NUMBER (916) 263-1050	PUBLIC PHONE NUMBER () -		
SUPERVISED BY AND CLASS TITLE Debra Silverman, Education Administrator I				FILE BY Until Filled

SELECTION CRITERIA - The selection criteria will be in the following order:

- SROA/Surplus eligibles will be considered prior to other recruitment methods.
- Transfers or reinstatements may be considered. Consideration may be given to applicants who are on a DGS employment list or on another department's employment list. Transfer of list eligibility must meet the criteria to transfer the eligibility from the other department's employment list to DGS' employment list.
- Applications will be evaluated based on eligibility and desirable qualifications and interviews may be scheduled.

All interested candidates must submit a standard State Application Form 678. Applications will be accepted only from individuals currently at the Education Programs Consultant level, applicants who have transfer or list eligibility, or individuals who are currently reachable on the Education Programs Consultant list. All appointments are subject to SROA/Surplus provisions. Surplus applicants, please attach a copy of your surplus letter to the state application.

Please reference "RPA 2013-14 CCFC- 015 - 017" and state your eligibility in the Explanations section on your application.

There are 3 positions available. These positions are LIMITED TERM (positions expire on December 31, 2015), but may become permanent.

Please Note: Those who have already applied for these positions do not need to apply again.

Are you ready for a challenge? Are you looking for a rewarding career where you impact the lives of young children? Here's your chance! First 5 California is recruiting for an energetic, committed, and experienced Education Programs Consultant. The successful candidate must possess strong organizational skills, commitment to quality client service, and a working knowledge of various software programs (e.g., Microsoft Word, Excel, and PowerPoint). First 5 California is located in the South Natomas area and includes FREE PARKING!

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ESSENTIAL FUNCTIONS

Training and Technical Assistance

The Education Programs Consultant collaborates with other members of the Program Management Division and other First 5 California divisions, the California Department of Education–Early Education Support Division (CDE-EESD), RTT-ELC Consortia, and PSAs to determine training needs and carry out appropriate training.

This includes:

- Achieving and maintaining reliability on all ERS (90%) and *CLASS* (80%) assessment instruments
- Setting up and providing training to county-based anchors and representatives from PSAs that use the ERS and *CLASS* tools for assessment and technical assistance
- Recertifying reliability of consortia anchors annually on the ERS and *CLASS* tools
- Developing and implementing a system of inter-rater reliability among consortia anchors on the ERS and *CLASS* tools
- Participating in the development of a technical assistance and coaching plan related to structural and process quality for early learning programs and staff

Resource Development and Management

In collaboration with other units in First 5 California, CDE-EESD, the Consortia, county commissions, authors of the assessment tools, and others, the incumbent will provide leadership and guidance to serve as an agency and community resource, and provide expertise in developing information, resources, and recommendations for implementation of the Assessor Management System. This includes, but is not limited to:

- Working with the Consortia to develop and implement reliability and calibration processes for the ERS and *CLASS* tools
- Gathering resources and moderating a virtual resource center focused on assessment reliability and practices for stakeholders participating in statewide Quality Rating and Improvement System (QRIS) activities
- Designing, developing, and implementing effective tracking and support mechanisms to ensure assessor inter-rater reliability
- Assembling or developing materials to provide guidance and technical assistance, as needed and requested by consortia
- Participating in development of a structural assessment tool for use with early learning programs

Program Collaboration and Coordination

Develop, coordinate, and improve a coordinated system of training on the ERS and *CLASS* tools by collaborating within the agency and with other State and local partners in order to ensure quality services in early childhood education. These partners may include, but are not limited to: First 5 California divisions and units, California Department of Education, California Department of Social Services, other State agencies, First 5 County Commissions, County Offices of Education, University of California, California State University, and Community College systems

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Conference, Meeting, and Event Planning and Development

- Participate in creating, implementing, or coordinating conference workshops
- Participate in conference or event planning, either for First 5 California conferences or events, or to assist partner organization in their events
- Draft correspondence for the signature of the Administrator, Deputy Director, or Executive Staff
- Prepare presentations and talking points for State Commissioners, Executive Staff, and others

OTHER FUNCTIONS

As directed by the Education Administrator or the Deputy Director for Program Management, the incumbent will participate in, and support other F5CA activities in furtherance of program objectives or the F5CA Strategic Plan, including:

- Participating in First 5 California staff meetings
- Participating in RTT-ELC Implementation Team meetings
- Keeping supervisors apprised of the status of projects
- Participating in RTT-ELC Consortia meetings

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of: Principles, practices, and trends in public and private elementary, secondary, and postsecondary education; academic subject-matter curriculum development and instructional methods; research and statistical methods; and program planning techniques.

Ability to: Assume leadership and exercise creativity in the formulation and development of education programs; do complex research and analytical studies; apply educational policy; present ideas clearly and concisely in oral and written form; establish effective working relations; and exercise tact, resourcefulness, and judgment with all groups contacted in the work.

Knowledge of: In addition to the above, the California public and private school system, school administrative practices, and the functions of the Department of Education; and Federal and State education laws and Department of Education rules and regulations.

Ability to: In addition to the above, assume leadership and exercise creativity in the administration and evaluation of education programs; interpret educational policy; and analyze situations accurately and take effective action.

DESIRABLE QUALIFICATIONS

- Has experience working in an infant/toddler and/or preschool classroom – either center-based or family child care
- Has experience working in education programs targeting English learners and children with special needs
- Knowledgeable about the development of children infant through kindergarten
- Is a certified reliable assessor in one or more of the following tools: ITERS, FCCERS, ECERS, CLASS-PreK, and/or CLASS-Toddler
- Knowledgeable about the field of early childhood education and different types of for-profit, non-profit, and subsidized settings
- Knowledgeable about elements of quality in early childhood education and current efforts to improve quality in California (such as the RTT-ELC, CSP, CARES Plus, and Head Start) and nationally, focusing on Continuous Quality Improvement (CQI)

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- Understands the value of relationship-based coaching and is deeply committed to training techniques that support continuous quality improvement
- Possess proficient computer skills using Microsoft Office
- Written and oral fluency in English and a second language, preferably Spanish

SPECIAL PERSONAL CHARACTERISTICS

Possesses ability to:

- Perform well under the pressure of time-sensitive, high priority projects
- Take initiative, and work effectively both independently and as a team member
- Work with diverse constituencies including county, local, and state agencies
- Conduct training tailored to audiences of varying levels of skill and background
- Analyze situations accurately and take effective action
- Present ideas clearly and concisely in oral and written form
- Establish effective working relations; exercise tact, resourcefulness, and judgment with all groups contacted in the work
- Assume leadership and exercise creativity in the formulation, development, and evaluation of education and coordinated services programs
- Travel at least 60% of the time

WORK ENVIRONMENT, PHYSICAL, OR MENTAL ABILITIES

- Think and reason in analyzing quantitative and qualitative information
- Function effectively under demanding and competing deadlines
- Function effectively as a member of a team
- Possess willingness to travel by car, bus, train, or airplane as required for successful job performance
- Express ideas and facts orally in a clear and understandable manner that sustains listener attention and interest; tailor oral communication to the intended purpose and audience
- Understand and use written information that may be presented in a variety of formats, such as tests, tables, lists, figures, diagrams; select reading strategies appropriate to the purpose, such as skimming for highlights, reading for detail, reading for meaning, critical analysis, and application of principles and practices
- Express ideas and information in written form clearly, succinctly, accurately, and in an organized manner; use English language conventions of spelling, punctuation, grammar, sentence and paragraph structure; and tailor written communication to the intended purpose and audience
- Bend, lift, and move occasionally file boxes, training materials and other items weighing up to 35 pounds in connection with duties (e.g., training sessions, proposal/application review processes, and organizing research or resource materials) or acquire support services to accomplish these tasks
- First 5 California currently does not offer a telework schedule